

## DOCUMENT RESUME

ED 129 017

EC 091 223

TITLE Educable Mentally Retarded--Programs/Teaching Methods. A Selective Bibliography. Exceptional Child Bibliography Series No. 621.

INSTITUTION Council for Exceptional Children, Reston, Va. Information Services and Publications.

SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.

PUB DATE 76

NOTE 28p.

AVAILABLE FROM CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.

DESCRIPTORS \*Abstracts; \*Annotated Bibliographies; \*Educable Mentally Handicapped; Elementary Secondary Education; Exceptional Child Education; Exceptional Child Research; Mentally Handicapped; \*Program Descriptions; \*Teaching Methods

## ABSTRACT

The annotated bibliography on Educable Mentally Retarded--Programs/Teaching Methods contains approximately 100 abstracts and associated indexing information for documents or journal articles published from 1970 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

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## Educable Mentally Retarded-Programs/ Teaching Methods

A Selective Bibliography

CEC Information Services and Publications  
An ERIC Clearinghouse  
The Council for Exceptional Children  
1920 Association Drive  
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 621

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Abstract

**ABSTRACT 56**

EC 080056      ED N. A.      Sp.

Publ. Date Oct 75

Wolf, Lucille C.

Whitehead, Paul C.

**The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.**

Mental Retardation; VI3 N5 P3-7 Oct 1975

Descriptors: Mentally Handicapped\*; Placement\*; Institutions\*; Exceptional Child Research; Family Influence; Decision Making;

A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)

*(abstract material deleted here for sample)*

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Abstractor's initials

**ABSTRACT 34**

EC 080034      ED 112 610

Publ. Date 75      172p.

Brown, Jerome D., Ed.

**Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.**

Iowa State Dept. of Public Instruction, Des Moines.

EDRS mf/hc

Descriptors: Aurally Handicapped\*; Guidelines\*; Educational Programs\*; State Programs\*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;

Identifier: Iowa\*;

Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programming for hearing impaired (HI) pupils. Part I consists of 10 Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and ... regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)

Abstractor's initials

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is representative of journals currently received.

- \*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901
- ACTA Symbolica, University of Akron, Akron, Ohio 44304
- Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577
- \*\*American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016
- American Education, 400 Maryland Avenue SW, Washington DC 20202
- American Educational Research Journal, 1126 16th Street NW, Washington DC 20036
- American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015
- American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011
- \*\*American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610
- \*American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12219
- American Journal of Nursing, 10 Columbus Circle, New York, New York 10019
- \*\*American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 209, Rockville, Maryland 20852
- \*American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019
- Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610
- Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036
- ASHA, 9030 Old Georgetown Road, Washington DC 20014
- Audicibel, 24261 Grand River Avenue, Detroit, Michigan 48219
- Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403
- Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036
- Australian Children Limited, Box 91, Brighton 5048, South Australia
- \*Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia
- AVISO, Newark State College, Union, New Jersey 07083
- \*\*Behavior Therapy, 111 Fifth Avenue, New York, New York 10003
- Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036
- Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401
- British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland
- British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England
- British Journal of Physical Education, Ling House, 10 Nottingham Place, London W1M 4 AX, England
- Bulletin of the Orton Society, 8415 Beltona Lane, Suite 204, Towson, Maryland 20402
- Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402
- \*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702
- CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada
- Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada
- CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401
- Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025
- Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637
- \*\*Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025
- Child Welfare, 67 Irving Place, New York, New York 10003
- Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016
- Children Today, US Government Printing Office, Washington DC 20402
- Children's House, Box 111, Caldwell, New Jersey 07006
- Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631
- Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203
- Day Care & Early Education, 2852 Broadway, New York, New York 10025
- Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226
- Deficiency Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada
- Developmental Medicine and Child Neurology, Spastic International Medical Publications, 22 Mortimer Street, London W1N 6JL, England
- Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333
- DSH Abstracts, Gallaudet College, Washington, DC 20002
- Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England
- \*Education and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091
- Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107
- \*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107
- Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708
- Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820
- Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401
- Educational Leadership, 1201 16th Street NW, Washington DC 20036
- Educational Researcher, 1126 16th Street NW, Washington DC 20036
- Educational Technology, 140 Syivan Avenue, Englewood Cliffs, New Jersey 07632
- Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637
- English Journal, 1111 Kenyon Road, Urbana, Illinois 61801
- \*Exceptional Children, 1920 Association Drive, Reston, Virginia 22091
- \*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116
- Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada
- Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222
- \*Gifted Child Quarterly, 8080 Springvale, Drive, Cincinnati, Ohio 45236
- Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138
- Hearing, 105 Gower Street, London WC1E 6AH, England
- \*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910
- Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010
- Human Behavior, PO Box 2810, Boulder, Colorado 80302
- Humanist, 923 Kensington Ave., Buffalo, New York 14215
- Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621
- Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306
- Instructor, PO Box 6099, Duluth, Minnesota 55806
- Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016
- International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland
- International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland
- International Rehabilitation Review, 219 East 44th Street, New York, New York 10017
- Involvement, PO Box 460, Oak Ridges, Ontario, Canada

\*denotes journals monitored for CIJE.

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- Journal for Special Educators of the Mentally Retarded**, 171, Center Conway, New Hampshire 03813
- \*Journal of Abnormal Child Psychology**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011
- \*\*Journal of Abnormal Psychology**, 1200 17th Street NW, Washington DC 20036
- \*Journal of Applied Behavior Analysis**, University of Kansas, Lawrence, Kansas 66044
- Journal of Applied Rehabilitation Counseling**, 1522 K Street NW, Washington DC 20005
- Journal of Association for Study of Perception**, PO Box 744, De Kalb, Illinois 60115
- \*Journal of Autism & Childhood Schizophrenia**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011
- Journal of Child Psychology & Psychiatry**, Pergamon Press, Elmsford, New York 10523
- Journal of Clinical Child Psychology**, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105
- Journal of Communication Disorders**, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014
- Journal of Community Health**, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014
- \*\*Journal of Consulting & Clinical Psychology**, 1200 17th Street NW, Washington DC 20036
- Journal of Creative Behavior**, 1300 Elmwood Avenue, Buffalo, New York 14222
- Journal of Developmental Disabilities**, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182
- Journal of Education**, Department of Education, Halifax, Nova Scotia
- \*\*Journal of Educational Psychology**, 1200 17th Street NW, Washington DC 20036
- \*\*Journal of Educational Research**, Box 1605, Madison, Wisconsin 53701
- Journal of General Education**, 215 Wagner Building, University Park, Pennsylvania 16802
- \*Journal of Learning Disabilities**, 5 North Wabash Avenue, Chicago, Illinois 60602
- \*\*Journal of Marriage & the Family**, 1219 University Avenue SE, Minneapolis, Minnesota 55414
- \*Journal of Mental Deficiency Research**, 86 Newman Street, London W1P 4 AR, England
- Journal of Music Therapy**, Box 610, Lawrence, Kansas 66044
- Journal of Negro Education**, Howard University, Washington DC 20001
- \*\*Journal of Nervous & Mental Disease**, 428 East Preston Street, Baltimore, Maryland 21201
- \*Journal of Pediatrics**, 11830 Westline Industrial Drive, St. Louis, Missouri 63141
- \*\*Journal of Personality Assessment**, 1070 East Angeleno Avenue, Burbank, California 91501
- Journal of Reading**, 6 Tyre Avenue, Newark, Delaware 19711
- Journal of Rehabilitation**, 1522 K Street NW, Washington DC 20005
- Journal of Rehabilitation of the Deaf**, 814 Thayer Avenue, Silver Spring, Maryland 20910
- Journal of School Health**, American School Health Association, Kent, Ohio 44240
- \*Journal of School Psychology**, 51 Riverside Avenue, Westport, Connecticut 06880
- \*Journal of Special Education**, Grune and Stratton, 111 Fifth Avenue, New York, New York 10003
- \*Journal of Speech & Hearing Disorders**, 9030 Old Georgetown Road, Washington, DC 20014
- \*Journal of Speech & Hearing Research**, 9030 Old Georgetown Road, Washington DC 20014
- Journal of Teacher Education**, One Dupont Circle, Washington DC 20036
- \*Language Speech & Hearing Services in Schools**, 9030 Old Georgetown Road, Washington DC 20014
- Lantern**, Perkins School for the Blind, Watertown, Massachusetts 02172
- Learning**, 530 University Avenue, Palo Alto, California 94301
- Mathematics Teacher**, 1906 Association Drive, Reston, Virginia 22091
- \*Mental Retardation**, 5201 Connecticut Avenue NW, Washington DC 20015
- Merrill Palmer Quarterly**, 71 East Ferry Avenue, Detroit, Michigan 48202
- Momentum**, 350, One Dupont Circle, Washington DC 20036
- Music Educators Journal**, 1902 Association Drive, Reston, Virginia 22091
- NASSP Bulletin**, 1904 Association Drive, Reston, Virginia 22091
- National Elementary Principal**, 1801 North Moore Street, Arlington, Virginia 22209
- The New Beacon**, 224 Great Portland Street, London W1N/AA, England
- \*New Outlook for the Blind**, 15 West 16th Street, New York, New York 10011
- Notre Dame Journal of Education**, PO Box 686, Notre Dame, Indiana 46556
- Nursing Outlook**, 10 Columbus Circle, New York, New York 10019
- Optometric Weekly**, 5 North Wabash Avenue, Chicago, Illinois 60602
- Parents Voice**, Journal of the National Society of Mentally Handicapped Children, Pembroke Square, London W2 4EP, England
- Peabody Journal of Education**, George Peabody College for Teachers, Nashville, Tennessee 37203
- \*Pediatrics**, PO Box 1034 Evanston, Illinois 60204
- \*\*Personnel & Guidance Journal**, 1607 New Hampshire Avenue NW, Washington DC 20009
- Phi Delta Kappan**, 8th & Union Streets, Bloomington, Indiana 47401
- \*\*Physical Therapy**, 1156 15th Street NW, Washington DC 20005
- Pointer**, PO Box 131, University Station, Syracuse, New York 13210
- Psychology in the Schools**, 4 Conant Square, Brandon, Vermont 05733
- Psychology Today**, PO Box 2990, Boulder, Colorado 80302
- Quarterly Journal of Speech**, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- \*\*Reading Research Quarterly**, 6 Tyre Avenue, Newark, Delaware 19711
- Reading Teacher**, 6 Tyre Avenue, Newark, Delaware 19711
- Rehabilitation Digest**, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada
- Rehabilitation Gazette**, 4502 Maryland Avenue, St. Louis, Missouri 63108
- \*Rehabilitation Literature**, 2023 West Ogden Avenue, Chicago, Illinois 60612
- Rehabilitation Teacher**, 88 St. Stephen Street, Boston, Massachusetts 02115
- Remedial Education**, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia
- Review of Educational Research**, 1126 16th Street NW, Washington, DC 20036
- \*\*Scandinavian Journal of Rehabilitation Medicine**, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden
- Schizophrenia Bulletin**, 5600 Fishers Lane, Rockville, Maryland 20852
- School Media Quarterly**, 1201-1205 Bluff Street, Fulton, Missouri 65251
- \*Sight Saving Review**, 79 Madison Avenue, New York, New York 10016
- Sign Language Studies**, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901
- \*Slow Learning Child**, St. Lucia, Brisbane 4067, Australia
- \*\*Social Work**, 49 Sheridan Avenue, Albany, New York 12210
- Southern Journal of Educational Research**, Box 107, Southern Station, Hattiesburg, Mississippi 39401
- Special Children**, American Association of Special Educators, 107-20 125th Street, New York, New York 11419
- \*Special Education: Forward Trends**, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England
- Special Education in Canada**, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada
- Speech Monographs**, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- Teacher**, 22 West Putnam Avenue, Greenwich, Connecticut 06830
- Teacher of the Blind**, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England
- Teacher of the Deaf**, 50 Topsham Road Exeter EX2 4NF, England
- Teachers College Record**, 525 West 120th Street, New York, New York 10027
- \*\*TEACHING Exceptional Children**, 1920 Association Drive, Reston, Virginia 22091
- \*Volta Review**, 3417 Volta Place NW, Washington, DC 20007
- Young Children**, 1384 Connecticut Avenue NW, Washington, DC 20009



**ABSTRACT 2880**

EC 005 817 ED 040 532  
 Publ. Date 70 58p.  
**Handbook for Administrators: A Guide for Programs for the Mentally Retarded.**  
 Tennessee State Department Of Education, Nashville  
 EDRS mf,hc

Descriptors: exceptional child education; state programs; mentally handicapped; administrator guides; program administration; educable mentally handicapped; trainable mentally handicapped; education programs; program evaluation; Tennessee

Guidelines are provided for the development and operation of Tennessee programs for the mentally handicapped. Information on the two separate educable and trainable programs covers goals, administration, and instructional program. Guidelines for evaluation are also presented; a list of services is appended. (JD)

**ABSTRACT 3121**

EC 501 275 ED N.A.  
 Publ. Date 70 7p.  
 McCune, Judson W.  
**Including Driver Education in the Special Class Curriculum.**  
 EDRS not available  
 Teaching Exceptional Children, V2 N3 P106-12 Spr 1970

Descriptors: exceptional child education; mentally handicapped; driver education; educable mentally handicapped; traffic safety; program descriptions

The need is presented for the inclusion of driver education in the curriculum for the educable mentally handicapped. Course content includes state traffic laws, traffic sign recognition and response, reading the driver's manual and exam, responding to exam questions, and applying traffic laws while actually driving. Evaluation is accomplished by a checklist of specific needs, and additional training given through road sign and traffic law games, improving reading skills, role-playing, and additional driving experience. (JM)

**ABSTRACT 38**

EC 03 0038 ED 043 163  
 Publ. Date 70 97p.  
 Erdman, Robert L., And Others  
**The Administration of Programs for Educable Retarded Children in Small School Systems.**  
 Council For Exceptional Children, Arlington, Virginia  
 EDRS mf  
 Council For Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 (\$3.75).

Descriptors: exceptional child education; educable mentally handicapped; program administration; administrative organization; elementary schools; administrative policy; class size; admission criteria; curriculum; program development; rural school systems; county school systems; small school systems

Administrative concerns of programs for educable mentally retarded children in small school systems are discussed beginning with preliminary steps of program promotion and development of program rationale. The selection of children is explored in areas of screening methods, individual evaluations, implications of student characteristics, and criteria for placement in special classes. Also described are the organization of classes and related organizational problems along with the development of curriculum and program activities. Various programming approaches and organizational patterns provided include cooperative programs, contract services, intermediate units, itinerant personnel, summer programs, and work study programs. Appendixes contain listings of state associations for the retarded, the Special Education IMC/RMC network, curriculum resources, resource texts, educational films, parent resources, suggested equipment and supplies, and sample forms to be used in special education programming. (RD)

**ABSTRACT 1123**

EC 03 1123 ED N.A.  
 Publ. Date Nov 70 6p  
 Taylor, George R  
**Programming for Educable Mentally Retarded Children.**  
 EDRS not available  
 Training School Bulletin, V67 N3 P183-8 Nov 1970

Descriptors: exceptional child education; mentally handicapped; program planning; educable mentally handicapped; guidelines; administration; educational planning; Education Policies Commission

An approach has been outlined to improve programming for educable mentally retarded children. Several goals have been formulated by the Education Policies Commission for all children. These goals appear to be applicable for the educable mentally retarded as well. To meet these goals, it is noted that administrators should have certain guidelines in mind as they plan for retarded children. Guidelines are cited as one approach to enable educable retarded children to reach their optimum growth. (Author)

**ABSTRACT 1565**

EC 03 1565 ED N.A.  
 Publ. Date Dec 70 3p.  
 McFadden, Lorraine K.; Tendrick, Dorothy A.  
**Environmental Education Workshop Experience for the Mentally Retarded.**  
 EDRS not available  
 Mental Retardation, V8 N6 P29-31 Dec 1970

Descriptors: exceptional child education; educable mentally handicapped; conservation education; environmental education; outdoor education; camping; Wisconsin

The report describes a conservation

workshop experience conducted for educable mentally retarded (EMR) students. The out-of-doors classroom provided the students an opportunity to learn through observation the importance of conservation. The EMRs were also given the opportunity to develop the fellowship and assume the responsibility of cooperative living. Initial planning, camp activities and meaningful results are discussed. (Author)

**ABSTRACT 2377**

EC 03 2377 ED 050 534  
 Publ. Date Sep 70 100p.  
 Forbes, Donald G.; Raschick, Sally Carlev  
**Walworth County Preschool Program.**  
 Walworth County Special School, Elkhorn, Wisconsin  
 Wisconsin State Department of Public Instruction, Madison  
 Bureau of Handicapped Children  
 Bureau of Elementary and Secondary Education (DHEW/O) Washington, D.C.  
 EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; early childhood education; program descriptions; behavior change; preschool children; intervention; nonprofessional personnel; mentally handicapped; positive reinforcement; Wisconsin

The report describes an academic, compensatory education preschool program for educable mentally retarded children 3-5 years of age. Goals are to teach, through behavior modification techniques, language skills and behavior patterns necessary to succeed in school. Language teaching is based on an adaptation of the Bereiter-Englemann method, and the program makes extensive use of paraprofessionals. Discussed are efforts to foster healthy self-concepts, techniques of behavior modification and the schedule of tangible and social reinforcement, staffing and training procedures, subject matter taught, and the program of home visits to inform parents of the child's progress and encourage them in the use of positive reinforcement management techniques. Evaluation results reported show IQ gains of 14-38 points, a 17-month average gain in language over 7 1/2 months, improved behavior and self-concepts, longer attention spans and ability to delay gratification, and gains in academic skills. Appendixes present controlling techniques, the rationale for heavy emphasis on language teaching, examples of subject matter taught and sample lesson plans, forms for reporting on the home instruction program, descriptions of staff job responsibilities, and details of in-service paraprofessional training. (KW)

**ABSTRACT 2686**

EC 03 2686 ED 052 551  
 Publ. Date Oct 70 70p.  
**A Follow-Up and Comparison of Graduates from Two Types of High School Programs for the Mentally Handicapped. Final Report.**

Dearborn Public Schools, Michigan  
Office of Education (DHEW), Washing-  
ton, D. C.  
EDRS mf,hc  
OEG-3-7-068680-0106  
BR-6-8680

Descriptors: exceptional child research; educable mentally handicapped; senior high schools; educational methods; regular class placement; special classes; followup studies; vocational adjustment; personal adjustment; socioeconomic status; program evaluation; mentally handicapped

Compared is the post high school adjustment of graduates of two types of special education programs for the educable mentally handicapped: a self-contained, vocationally oriented program separate from general education (School A) and a program integrated into the general high school, where job experience is concurrent with general education and courses are not specifically vocationally oriented (School B). Graduates of School B who have been out of school for varying lengths of time were also compared with each other. Interviewed were 41 School A and 41 School B graduates from the years 1964 and 1965, and 114 School B students who graduated between 1952 and 1963. Students were compared on social, vocational, and economic measures, such as job placement, tenure, income, community participation, and other factors. It was found that graduates of School B had a better school attendance record, held more full-time jobs, had higher occupational levels and salaries, were more likely to seek further education, were more prudent in money management, married later or remained single more often, had better homes, and participated more actively in community activities. (KW)

#### ABSTRACT 2854

EC 03 2854 ED 052 396  
Publ. Date Apr 71 90p.  
**Exceptional Children Conference Papers: Specific Subject Programs for EMRs and TMRs.**

Council for Exceptional Children, Arlington, Virginia  
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.  
EDRS mf,hc

Papers Presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971).

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; program descriptions; driver education; safety education; home economics; mathematics; work study programs

Eight papers focus upon specific subject programs for educable and trainable mentally retarded (EMR and TMR) students. Three of the papers, concerning driver education and traffic safety education for EMR students, cover driver education guidelines and materials developed in a Michigan state institute involv-

ing teachers of EMR and teachers of driver education. Alabama's statewide project for EMR driver and traffic safety education, and a pilot project involving EMR students in a two-part Non-Traditional Driver Education Program emphasizing safety training. Other papers describe in detail the EMR home economics program at Oak Ridge (Tennessee) High School, discuss instructional objectives for work-study programs for EMR elementary through high school students, briefly describe the Northwestern Illinois Athletic Association for Trainable Mentally Handicapped Youth, present a Piagetian approach to arithmetic for the retarded, and examine the team work experience (supervised work in teams in community settings) in work oriented special education programs for retarded persons not able to benefit from the type of vocational training available within the structure of present work study programs on the secondary level. (For other CEC Convention papers, see EC 032 855-EC 032 861.) (KW)

#### ABSTRACT 2881

EC 03 2881 ED 053 503  
Publ. Date Feb 71 133p.  
Ladner, Judith L.  
**Enhancement of Productive Thinking in Institutionalized Mental Retardates. Final Report.**

Fordham University, Bronx, New York  
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.  
EDRS mf,hc

OEG-2-700017  
BR-42-2272

Descriptors: exceptional child research; mentally handicapped; institutionalized (persons); divergent thinking; educable mentally handicapped; creativity research; program descriptions; convergent thinking

The purpose of the study was to evaluate the effectiveness of a supplementary program of 30 lessons to increase the productive thinking abilities (divergent thinking) of educable mentally handicapped students. An experimental group of 30 institutionalized children were given the supplementary lessons at a rate of three per week. The lessons, based on the brainstorming technique, were felt to encourage ideational fluency, familiarity with the principles of change, improved observational ability, increased sensitivity, and originality through improvisation. Significant improvement was noted for all but the factor of figural elaboration. It was concluded that enhancement of creative performance was feasible in institutionalized educable mentally handicapped students. The value of the brainstorming technique (in which the pupils' ideas were allowed to flow freely) as a specific teaching tool was stressed as having future educational program implications. The verbal functioning was found to be improved and the improvement was felt to be a reflection of a transition from convergent to divergent modes of thinking. The 30 lesson plans used in the experiment are included in the appendix. (2D)

#### ABSTRACT 708

EC 04 0708 ED N.A.  
Publ. Date Oct 71 Sp.  
Dailey, Rebecca F.  
**CEC ERIC's the Now Way to Know: ME NOW--Life Sciences for the Mentally Retarded.**  
EDRS not available  
Education and Training of the Mentally Retarded; V6 N3 P127-31 Oct 1971

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; sciences; curriculum development; intermediate grades; junior high school students; program descriptions; instructional materials; Biological Sciences Curriculum Study

Described are the production and evaluation of model life science materials for educable mentally retarded (EMR) students by the Biological Sciences Curriculum Study (BSCS). The complete instructional program developed, entitled ME NOW Life Science Program, is designed for EMR students at the intermediate level (ages 10-14). Curriculum focuses on four areas: digestion and circulation; respiration and excretion; movement, support, and sensory mechanism; and growth and development. Materials included in the program and where to purchase the ME NOW program are indicated. Summarized are field testing of the program and future plans for a similarly structured science program on the environment. Harold A. Rupert, a member of the project staff for Life Sciences for the Educable Mentally Retarded at BSCS answers questions concerning significant features of the program, efforts to inform teachers, cooperation with Instructional Materials Centers, curriculum creation, and the nature of the ME NOW instructional materials. (KW)

#### ABSTRACT 370

EC 05 0370 ED N.A.  
Publ. Date Fall 72 Sp.  
Bennett, Blair and Others  
**Sex Education for EMR Adolescent Girls: An Evaluation and Some Suggestions.**  
EDRS not available  
Journal for Special Educators of the Mentally Retarded V9 N1 P3-7 Fall 1972

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; females; adolescents; young adults; sex education; program evaluation

A sex education class for educable mentally retarded (EMR) older adolescent girls was conducted and evaluated in such a way as to provide guidelines for others interested in implementing such a program. Students were 10 Caucasian EMR girls (IQ 58-81), ages 17-23 years, whose SES ranged from lower to upper-middle class. The class met for 1 hour three times a week for 4 weeks. The Sex Information Inventory for Girls was used as a pre- and posttest. Posttest results showed increases in: ability to visually discriminate between the sexes; knowledge about sexual terminology, menstruation, sexual intercourse, and birth control; awareness that sex was possible

before marriage; permissiveness towards engaging in premarital sex; and reluctance to touch the vaginal area. Ss showed a somewhat greater willingness to discuss minor sexual molestations with an adult, although over half stated they would still keep this a secret. Knowledge about venereal diseases was rather unclear on both pre- and posttests. Implications of these findings for planning other sex education programs are discussed. (KW)

#### ABSTRACT 1076

EC 05 1076 ED N.A.  
Publ. Date Feb 73 4p.  
Shotick, Andrew L.; Rhoden, Jane O.  
**A Unitary Approach: Programming for the MR.**  
Mental Retardation; VII N1 P35-8 Feb 73

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; interdisciplinary approach; program descriptions

Suggested is the replacement of the term, interdisciplinary programming, by a new term, unitary programming, and described is the application of unitary programming at a mental retardation center serving 80 educable or trainable children (ages 3 to 21 years) on a short term basis. Unitary programming is said to stress communication and relationships among professionals for the common purpose of better functioning of the mentally handicapped individual. It is reported that at the center many professionals coordinate their services from the evaluation phase to the final community placement phase prior to the release of the students. (DB)

#### ABSTRACT 1924

EC 05 1924 ED 077 162  
Publ. Date 72 68p.  
**Alternative Approaches to Instruction and Scheduling of Middle School EMR Students.**  
Marion County Board of Public Instruction, Ocala, Florida  
EDRS mf.hc

Descriptors: exceptional child education; educable mentally retarded; junior high school students; educational programs; team teaching; mentally handicapped; program descriptions; inservice teaching; mentally handicapped; program descriptions; inservice teacher education; teachers; role perception; class management; curriculum development; information utilization

The first year of a project to implement team teaching concepts in a middle school program for educable mentally retarded students emphasized process development by teachers in the areas of role definitions, curriculum competencies, and behavioral management. Orientation included establishment of project purpose, individual responsibilities, and hierarchies concerning ordering of materials, and planning for such activities as workshops, data collection, and evaluation. Three workshops on role definition involved a group climate inventory, nonverbal and listening exercises, a game illustrating effectiveness of group

over individual decision making, a personal growth inventory, and discussion on inadequacy feelings of the team's teachers. Workshops on classroom management taught teachers to plan and implement classroom token economy systems. Curriculum objectives were incorporated into the school district's curriculum framework, and curriculum goals were reviewed in six workshops. Assisted by school and district personnel, the teachers taught and assessed progress of 35 students and were themselves rated for competency. Activities of the team teaching process and of curriculum development were charted; and treated in 10 appendixes were such topics as student competencies, teacher rating scales, and information on the school system's special education services. (MC)

#### ABSTRACT 1946

EC 05 1946 ED N.A.  
Publ. Date Feb 73 5p.  
Carter, Kyle R. and Others  
**The Effect of Kinesthetic and Visual-Motor Experiences in the Creative Development of Mentally Retarded Students.**  
Education and Training of the Mentally Retarded; V8 N1 P24-8 Feb 73

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; educable mentally handicapped; childhood; adolescents; creative development; kinesthetic methods; perceptual motor learning; program evaluation

Compared were two 4 week programs of creative training (kinesthetic and visual-motor) used with 26 mentally retarded children (age range from 7 to 16 years and IQ's from 40 to 85). The visual motor treatment consisted of activities such as drawing and clay modeling while the kinesthetic-motor treatment involved group and individual activities such as tumbling, dancing, and going through a maze. The Torrance Tests of Creative Thinking were administered to both groups following the creativity training. Children in the visual motor group showed greater creative development than the children in the kinesthetic group. (DB)

#### ABSTRACT 2188

EC 05 2188 ED 078 632  
Publ. Date 73 157p.  
**Exceptional Children Conference Papers: Education of the Educable Mentally Handicapped.**  
Council for Exceptional Children, Reston, Va.  
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf.hc  
Papers Presented at the Annual International CEC Convention (51st, Dallas, Texas, April 22-27, 1973).

Descriptors: exceptional child education; educable mentally handicapped; program descriptions; teaching methods; behavior change; mentally handicapped; conference reports; reading comprehension;

context clues; money management; cognitive development; motor development; institutes (training programs); vocational education; training techniques; word recognition

Nine conference papers focus on education of educable mentally handicapped (EMH) children. A prototype evaluation of procedures for teaching reading comprehension involves assessment of 96 EMH or normal students' skills in identifying main and supporting ideas in connected discourse. Described is the Lincoln School's behavioral management system for EMH students, which simulates the American capitalistic system through teacher development of a realistic environment, wherein students establish governing rules, and receive pay for good work and behavior. Reported are studies of contextual analysis and concept learning of normal and retarded children. Results of a token economy to develop money management skills in EMH students 12- to 17-years-old indicate higher competency levels in functional mathematics. Provided is a basis for assessing and programing retarded children's cognitive and motor development from infancy through 7 years of age. Described as adaptable for institutional or agency use is a model which evolved from a teacher's workshop in Pennsylvania in preparation for teaching previously excluded EMH children. Discussed is the Charles Carroll Occupational School's program for EMH boys, which offers prevocational and vocational education, and work study experience. Six of eight EHM girls are reported employable as maids after a 6 week training program, which included class and on-the-job training, slide presentations, and a pictorial manual. A prototype evaluation of procedures for teaching word meaning skills to EMH and normal pupils centers on 2 years' research on synonyms and homonyms. (MC)

#### ABSTRACT 2200

EC 05 2200 ED 079 882  
Publ. Date 72 37p.  
Joiner, Lee M. and Others  
**Mentally Retarded Trainable Children and Educable Pupils. Final Report.**  
Teaching and Learning Research Corp., Elmhurst, N. Y.  
New York City Board of Education, New York, N. Y.  
EDRS mf.hc

Descriptors: exceptional child education; mentally handicapped; program descriptions; program evaluation; summer programs; trainable mentally handicapped; neurologically handicapped; educable mentally handicapped; elementary school students; secondary school students; enrichment; hobbies; social development; cognitive development; physical fitness; New York

Evaluated was a New York City summer enrichment program for 357 educable, trainable, or brain damaged elementary and secondary school children. Objectives of the program were measured improvement in social and emotional development, cognitive development, hobby skill development, and physical



fitness. Evaluation consisted of observation, interviews with teachers, and objective pretesting and posttesting. Each of the five centers (one in each borough) divided children into four classes by ability level. The program involved experiences with drama, jewelry making, physical education, and photography. The evaluation concluded that quality of staff services was high, that physical facilities and supplies were adequate to good, that the children enjoyed the program, and that significant gains were achieved in all program areas except physical fitness. It was recommended that the program be continued and extended, that more experiences in sports be provided, that a Spanish speaking teacher or aide be employed at each center, and that a more relevant test of motor skills be applied. Appended are class schedules and evaluation forms. (DB)

#### ABSTRACT 2417

EC 05 2417 ED 081 133  
 Publ. Date Jun 72 1-6p.  
 Williams, Clarence R.  
**End of Project Period Report, FY 1971-1972.**  
 Harrison School District No. 1, Educational Research and Development Center, Harrison, Ark.  
 Arkansas State Dept. of Education, Little Rock.  
 EDRS mf.hc

Descriptors: learning disabilities; program descriptions; art; music; exceptional child education; elementary school students; learning difficulties; mentally handicapped; educable mentally handicapped; special classes; instructional materials centers; teacher developed materials; inservice teacher education; evaluation criteria; community role; Harrison (Arkansas); Title III

The final report of the 2 year project (1971-1972) in Harrison School District 1, Arkansas, funded through Title III, to integrate art and music programs in elementary schools and special classes, and to establish two resource rooms for developing academic and art/music oriented instructional materials for learning disabled (LD), educationally disadvantaged, and educable mentally retarded (EMR) children is presented. The target population is described as consisting of students, grades 1 through 6; EMR students, grades 1 through 9; and LD students, totalling 2,148 rural students served by 312 teachers. Included are program goals and objectives, for the art and music component; and results which show gains on tests, and also that children receiving instruction in art and music programs develop a positive attitude toward self and classroom learning whereas children without the art and music exhibit behaviors indicating boredom and negative attitudes. Given are goals and objectives for the special education component, which involved 15 LD students who achieved an average gain of two grade levels in the resource rooms. Also included is data on five inservice teacher education workshops. Some of the major results reported are retention of one resource room; a teach-

er initiated individualized instruction classroom program to supplant the discontinued resource room; increased teacher awareness of LD areas; and community action to support cultural and educational programs. Appended are 24 sample documents, such as tests to identify LD children, a check list for screening LD students, surveys of artists and composers, and a music achievement test. (For related information see EC 052 416). (MC)

#### ABSTRACT 2480

EC 05 2480 ED 081 152  
 Publ. Date 31 Jun 73 1-2p.  
 Elfner, Elinor  
**Reading Curriculum Development Project. Final Report.**  
 Wakulla County Board of Public Instruction, Crawfordville, Fla.  
 EDRS mf.hc

Descriptors: exceptional child education; educable mentally handicapped; reading; curriculum development; computer assisted instruction; mentally handicapped; program descriptions; instructional materials; programmed instruction; program evaluation; Wakulla county (Florida); Title VI

Presented is the final report of the 3 year reading curriculum development project (funded under Title VI) for 40 educable mentally handicapped children in Wakulla County, Florida which centered on the development of computer assisted (CAI) instructional materials in a programmed format. Described for the first year of the program is formative evaluation of reading materials, all of which were presented by the computer. The second year is explained to have been devoted to converting from the CAI mode to computer managed instruction in which only periodic testing was done by computer while off-line instruction was provided by lesson booklets. The entire system of supplementary instruction is said to have been presented without the computer during the third year. Following are some of the conclusions of the program: additional materials on word attack skills were found necessary, EMR students appeared to need even more repetition and drill than originally thought, significant gains were demonstrated by the 40 students from whom complete data were available, and students who took more time in responding to test items on the computer tended to demonstrate more gains in objectives passed on the posttest. Appendixes include samples of original and revised programmed formats, the test used for pretest and posttest, program memos regarding computer procedures, and a project questionnaire. (DB)

#### ABSTRACT 538

EC 06 0538 ED N.A.  
 Publ. Date Winter 73 2p.  
 Davis, William E.  
**Teaching Creative Writing to Educable Children.**  
 EDRS not available  
 Pointer; V18 N2 P90-91 Winter 1973

Descriptors: exceptional child education; mentally handicapped; educable mentally

handicapped; primary grades; creative expression; writing skills; program descriptions

Described is an 8-week program to teach creative writing skills to 73 educable mentally handicapped primary grade children. Examples of the activities, developed and implemented by university students, are writing a story about a selected magazine picture, completing an unfinished mystery story, and describing a television show without naming characters or places. It is reported that 66 of the students were engaging in daily creative writing activities at their own request at the end of the program. (DB)

#### ABSTRACT 774

EC 06 0774 ED 085 935  
 Publ. Date Jul 73 54 p.  
**A Team Teaching Approach for Middle School EMR Students.**  
 Marion County Schools, Ocala, Fla.  
 Dept. of Exceptional Child Education.  
 Florida State Dept. of Education, Tallahassee.  
 EDRS mf. hc  
 (For Related Information See EC 051924)

Descriptors: exceptional child education; educable mentally handicapped; middle schools; team teaching; program descriptions; mentally handicapped; childhood; adolescents; special classes; program evaluation; behavior change

Described and evaluated is a Marion County, Florida, program which applied the team teaching method to instruction of 45 educable mentally retarded 10-to 14-year-old students. It is stressed that the philosophy of the middle schools and of team teaching is to provide a means of meeting individual needs of students. Described are the program's physical facilities (one large and two small classrooms), qualifications of five team members, the student population (97% black), and curriculum development. Explained are goals and objectives in the areas of self concept, social relations, and academics. Reported are results of program evaluation showing that growth in the areas of reading and arithmetic matched the time lapse between test administrations, and that important positive behavioral changes were observed in student attitudes, independence and pride in work, peer relationships, and self control. A final section focuses on the instructional process of the teaming program in terms of variables (such as the need for peer group acceptance), staff, and program scheduling and policies. Also discussed is the process of developing individual educators to become cooperating team members. Recommendations are given in the areas of personnel selection, classroom management, curriculum, and physical space. Appended are a questionnaire, a teacher evaluation form, and a lesson plan form. (DB)

#### ABSTRACT 1113

EC 06 1113 ED 087 153  
 Publ. Date 72 57p.  
**Developing and Coordinating a Comprehensive Exceptional Child Program**

**In Five Rural, North Florida Counties. Annual Report 1972.**

Hamilton County School Board, Jasper, Fla.

EDRS mf,hc

Descriptors: exceptional child education; program evaluation; school districts; educational planning; handicapped children; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; annual reports; administration; curriculum guides; inservice teacher training; instructional materials; psychological evaluation; teacher evaluation; Florida

Presented is the 1972 annual report of a Title VI-B project to develop and coordinate a comprehensive exceptional child program in the north rural Florida counties of Hamilton, Madison, Suwannee, Taylor, and Lafayette. Given are the following eight project objectives: cooperation between two or more counties to employ a special education director and/or school psychologist; improvement of the curriculum for educable (EMR) and trainable mentally retarded (TMR) children through implementation of a curriculum guide; planning and implementation of preschool, post-school, and inservice training programs for special teachers; upgrading of leadership and program improvement through inservice training of administrators; evaluation of the role/and functions of the multicounty coordinator; provisions for psychological testing for diagnosis and instruction of students; and improvement in teacher evaluation of student performance. Reported are accomplishments such as the following to satisfy the eight objectives: establishment of tri-county directorship of exceptional child education; field testing of a curriculum guide for EMR and TMR students; an instructional improvement workshop; development and teacher examination (in a workshop) of instructional materials for EMR students; plans to continue the position of multicounty coordinator/consultant after final Title VI funding; psychological testing of over 250 students for the EMR and TMR programs; and improved teacher attitudes toward behavioral objectives. (Included in appendixes which comprise half the report are documents pertinent to the objectives such as a learner advocacy model for educational renewal and a teacher self rating form.) (MC)

**ABSTRACT 1128**

EC 06 1128 ED N.A.  
Publ. Date Dec 73 4p.

Mitchell, Marlys and Others

**The Pod in a Summer Program for Exceptional Children.**

Education and Training of the Mentally Retarded; V8 N4 P203-6 Dec 1973

Descriptors: exceptional child education; educable mentally handicapped; elementary school students; open education; summer programs; mentally handicapped

Evaluated was the pod or open space approach to the education of seven primary and nine intermediate level educable mentally handicapped children in a

summer program. The two experienced teachers were aided by three full time and four part time teaching interns. Instruction was in small groups or on an individual basis. Teachers noted advantages such as interaction of students within the pod and disadvantages such as frequent interruptions. Children's reactions tended to emphasize the factor of the physical arrangement which most directly satisfied personal needs -- whether structure, freedom, or attention. (DB)

**ABSTRACT 1225**

EC 06 1225 ED N.A.

Publ. Date Spr 74

Berkman, Gloria

**Teenagers Are Making It Work: An Activity Center in a Special School.**

Teaching Exceptional Children; V6 N3 P127-33 Spr 1974

Descriptors: exceptional child education; educable mentally handicapped; prevocational education; program descriptions; daily living skills; mentally handicapped; primary grades; adolescents; social development; special schools

An activity center was established in a special school to give educable mentally retarded adolescents and primary level children experience in social competency, money, time, and measurement skills. A group of 6 to 8 primary students visited the center 1/2 hour weekly to perform manipulation tasks at six stations concerned with money, shopping, clocks, linear measurement, scales, and liquid measurement. Communication between the adolescent station master and his visitor depended on the verbal and cognitive abilities of the younger child, and consisted of an explanation of the station's equipment as well as questions such as 'how many pennies will buy as much as one nickel?' At the leisure station (station 7) both age groups socialized or played games. At station 8, the older students baked cookies and made jello for sales (to primary classes). After the primary class visitors left, all stations were cleaned and time cards, reports, and money earned were turned in. Satisfactory job performance by adolescents was required for total pay. Role playing and tape recording were done to perfect task performance. Real money was earned to reimburse students for making jello and cookies. The experience proved to be beneficial to both age groups. (MC)

**ABSTRACT 1379**

EC 06 1379 ED 088 262

Publ. Date 73

**Handicapped and Normal Children Learning Together.**

Brigadoon Elementary School, Federal Way, Washington.

EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; learning disabilities; program descriptions; program evaluation; mentally handicapped; elementary school students; regular class placement; individualized instruction

The 3-year Title III elementary school

project provided an individualized program for the 310 attending students to assess effectiveness of educating the 15% of the mildly handicapped mentally retarded, emotionally disturbed, and learning disabled students in a common school setting. Two trainer consultants, five teachers, 15 interns in training as well as instructional aides and community volunteers participated. Equipment such as tape recorders and language masters were used. The program specified objectives such as appropriate grade level gains by identified handicapped children (HC) to equal or exceed gains of a control group. The HC were identified through diagnostic tests, and were evaluated daily by behavioral rating measures. Results indicated no differences between gains of the HC and gains of the control group (students in another school receiving help in a resource room) for the first year, gains equal to gains of the control group during the second year, and gains equal to or greater than the total grade level group for grades 3, 5, and 6 in reading, and for grade 6 in mathematics during the third year. The results supported the hypothesis that mildly handicapped children in the same setting as normal peers could be educated with as much effectiveness as students who were given extra assistance away from the regular class. (MC)

**ABSTRACT 1490**

EC 06 1490 ED 089 522

Publ. Date 74

70p.

**EMR Program Development, 1973-74.**

Mentor Exempted Village School District, Ohio.

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.

EDRS mf,hc

For Related Document See EC 061489.

Descriptors: exceptional child education; educable mentally handicapped; demonstration projects; state programs; mentally handicapped; program descriptions; Ohio

Presented are 1973-74 program objectives, related procedures and timelines, and a preliminary evaluation of an Ohio program for educable mentally retarded (EMR) pupils which has the following basic goals: the evaluation of various administrative models for providing instruction to EMR students, the development of curriculum based on measurable instructional objectives, and the development of an inservice education program for teachers of EMR students. Provided for each major goal are subgoals such as the establishment of 24 classes for each of five different models (learning center, selected education, half-day placement, mainstreaming, and other experimental situations). Charts detail procedures and timelines for each subgoal on a monthly basis from August 1973 through July 1974. A preliminary evaluation of project activities as of Spring 1973 is reported to have shown results such as completion of the first draft of sets of behavioral objectives and teaching strategies for use with handicapped students. (DB)

EC 06 1919 ED 090 755  
Publ. Date 74 112p.  
Rainey, Ernestine W.

**A Language Development Program for Preschool Children with Developmental Problems.**

Mississippi State Univ., State College Preschool And Early Education Project for Children With Developmental Problems.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C. ED 05 mf, hc

Descriptors: exceptional child education; educable mentally handicapped; teaching guides; language programs; behavioral objectives; mentally handicapped; disadvantaged youth; early childhood education; teaching methods; language development; class activities; perceptual development; Developmental Disabilities.

Presented is a language development program consisting of 30 mini-units to be used as the first formal daily activity with 5-year-old educable developmentally handicapped or environmentally disadvantaged children. It is explained that the required technique includes teacher questioning of one child, an elicited complete sentence response from the child, and repetition of the elicited correct response by the entire group. Emphasized in the curriculum are perceptual training, use of complete sentences, and subject matter that is familiar to the child. Offered are mini-units that feature the following topics (number of mini-units per topic are in parentheses): the family (10), the farm (4), animals (5), the birthday party (1), foods (6), and weather (4). As an example, a mini-unit provided for the farm sequence contains the objectives of developing meaning of 19 words such as milk and kitty, visual closure, and auditory discrimination; and activities such as reading and discussing a story book about a farm, taking a trip to a farm, and completing farm figures (on a sheet of paper). Directions and materials are provided for making a weather calendar. Listed are activities to reinforce language skills in areas delineated by the Illinois Test of Psycholinguistic Abilities. Noted is the method of evaluation (form is included) based on performance of the objectives (an evaluation form is included). (MC)

**ABSTRACT 2590**

EC 06 2590 ED 094 539  
Publ. Date 74 17p.

Peterson, Ludwig A.

**COMP (Computerized Operational Materials Prescription).**

Cooperative Educational Service Agency 3, Gillett, Wis.

Wisconsin State Dept. of Public Instruction, Madison, Div. for Handicapped Children.

Office of Education (DHEW), Washington, D. C. ED 05 mf, hc

Descriptors: educable mentally handicapped; computer assisted instruction; instructional materials; reading; program descriptions; mentally handicapped; diagnostic teaching; individualized instruction; program evaluation; reading materials; remedial child education

tion; program evaluation; reading materials; remedial reading; feedback; exceptional child education

Described is Project COMP (Computerized Operational Materials Prescription), an individualized reading instructional program for educable mentally retarded (EMR) children in regular or special classes. It is explained that the program is designed to correlate with the Wisconsin Design for Reading (WDR) and to utilize a diagnostic teaching specialist who uses specific reading instructional methods, materials, and techniques. A unique characteristic of the program is seen to be the provision to teachers of computer print out feedback which identifies reading skills accomplished, skills not mastered, and materials (with location) for subsequent instruction. The program is reported to be currently in use with 160 EMR, 347 disadvantaged, and 326 normal children. COMP is described to consist of five components: the WDR (which has 45 objectives at four levels of progressive difficulty), periodic testing and feedback of results via computer printout, a computerized inventory of instructional materials, purchase of instructional materials appropriate to teach target skills, and inservice teacher education activities. Results are reported which show mean reading gains of the normal students from below average to above national norms and reading gains made with other programs for the EMR. Also noted are the cost of \$10 per pupil, national recognition received, and positive evaluation in the Title VI Evaluation Report. (DB)

**ABSTRACT 3**

EC 07 0003 ED N.A.  
Publ. Date Nov 74 2p.

Kazmark, Karen

**Soup's On.**

Instructor; V84 N3 P70-1 Nov 74

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; elementary education; students; daily living skills; program descriptions; course objectives; cooking instruction; nutrition

Described is a 10-week course in nutrition, cooking and comparison shopping for a class of educable mentally handicapped, elementary school students. (GW)

**ABSTRACT 181**

EC 07 0181 ED N.A.  
Publ. Date Oct 74 6p.

Hunt, Helen V.

**Classroom Techniques: Getting Everyone Involved in Meeting Special Needs.**

Education and Training of the Mentally Retarded; V9 N3 P134-9 Oct 1974

Descriptors: educable mentally handicapped; primary grades; intervention; program descriptions; exceptional child education; mentally handicapped; remedial instruction; readiness (mental); program evaluation; diagnostic teaching

Described and evaluated is a 1-year program which provided nine primary grade

mildly retarded children with diagnostic prescriptive remedial instruction. Noted are selection procedures, integration of the special project with the regular program, and project goals such as parent involvement. Detailed are the parent program (which encouraged parents help to in the classroom) and gains in readiness scores (means of 10 months in reading, 7-6 months in spelling, and 13 months in arithmetic). It is reported that hopes of significantly increased IQ scores were not supported by test results. Listed are positive aspects of the program such as development of positive self images by the children and negative aspects such as the need for more inservice training to the regular staff. (DB)

**ABSTRACT 182**

EC 07 0182 ED N.A.  
Publ. Date Oct 74 4p.

Miller, Judy; Voorhees, Sandra

**Meaningful Mornings for Primary EMH Students.**

Education and Training of the Mentally Retarded; V9 N3 P139-42 Oct 1974

Descriptors: educable mentally handicapped; class management; class activities; classroom arrangement; program descriptions; exceptional child education; mentally handicapped; behavior problems; primary grades; independent study

A program was devised to provide 12 educable primary grade children with meaningful independent work experiences during the morning period while the teacher was engaged in reading instruction. Students rotated among the following six work stations: Listening and following directions, math, reading, perception, teacher-pupil, and student's desk. Materials available at the various stations included tape recorder and listening station with earphones, teacher-made work sheets and materials, Language Master and materials, and parquetry blocks and patterns. A checklist was used to record the number of times a child interrupted, the number of tasks completed, and the number of times pupils engaged in antisocial behaviors. Evaluation revealed patterns of misbehavior for specific students and general agreement regarding the program's success. (Author)

**ABSTRACT 1208**

EC 07 1208 ED 091 505  
Publ. Date 73 111p.

**Interim EMR-EH Program; End of Project Year Report: 1972-1973. ESEA, Title III Project.**

Clark County School District, Las Vegas, Nev.

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.

Descriptors: educable mentally handicapped; program evaluation; behavior change; evaluation methods; academic achievement; exceptional child education; mentally handicapped; educationally disadvantaged; secondary education; program descriptions; operant conditioning; parent school relationship; student



evaluation; course objectives; curriculum; Elementary Secondary Education Act Title III; ESEA Title III; EDRS mf; hc

Presented is the end of project year (1972-1973) report of an interim program to improve the academic performance and behavior of 48 educable mentally retarded and educationally handicapped adolescents 12- to 17-years-old who had been excluded from special education classes. Reported are performance measures (such as teacher developed inventories and anecdotal records) in four revised program objectives: student achievement in specialized curriculum to develop reading, arithmetic, social, and preoccupational skills; increased student academic output and rate of appropriate behavior through implementation of operant principles; successful student return to regular special education programs; and parent contact. Included in the appendixes are sample student evaluation forms in social living and occupational skills, an explanation of the reinforcement point system used, and the actual anecdotal records of the 48 students. (CL.)

#### ABSTRACT 1444

EC 07 1444 ED 102 775  
Publ. Date 20p.

Wiener, William K. and Others  
**Social-Emotional Development and Creative Explorations for the Handicapped Student.**

Paper Presented at the 973 International Symposium On Learning Disabilities, III, Miami Beach, Florida

Descriptors: educable mentally handicapped; creative expression; personal adjustment; program description; exceptional child education; mentally handicapped; secondary education; public schools; special classes; remedial instruction; prevocational education; emotional adjustment; social adjustment; leisure time;

EDRS mf; hc

Described is a public school project in which 47 educable mentally retarded (EMR) students (grades 9 and 10) spend one third of their school day in regular high school elective offerings, one third in remedial academics and prevocational skills training, and one third in creative-leisure arts activities. Findings of a previously used remedial-resource approach (which resulted in a high drop out rate) are recounted. Discussed briefly are the remedial-prevocational portions of the curriculum including students' participation in a programed instructional series geared to improve language and intellectual capacities and in a program of vocational guidance and career exploration experiences. The major portion of the document explains creative-leisure arts activities and five two-week personal experience modules titled 'You and Your Feelings', 'You and Your Future Family', 'A Personalized You', 'You and the Drug Culture', and 'You and Others'. Aspects of the modules described include role playing of emotional situa-

tions, multi-media presentations concerning human sexuality, and student visits to hospitalized persons. Successful results of the program such as decreases in aggressive behavior, increased school participation, and improved scores on a Person-Group Relationship Scale (which is appended) are noted. Also appended is a list of creative and leisure arts program components. (LS)

#### ABSTRACT 1445

EC 07 1445 ED 102 776  
Publ. Date Jul 74 155p.

Clifford, Miriam; McKinney, James D.  
**Evaluation of Exemplary Programs for the Educable Retarded: ESEA Title III. Final Report for 1973-74 Budget Period.**

North Carolina Univ., Chapel Hill, Frank Porter Graham Center.  
Chapel Hill-Carrboro Public Schools, N. C.

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.

EDRS mf; hc

For Related Information See EC 040 503

Descriptors: educable mentally handicapped; regular class placement; special classes; open education; self concept; role playing; delivery systems; program evaluation; mentally handicapped; exceptional child research; elementary education; nongraded classes; media technology; learning characteristics; student attitudes; academic achievement; Elementary Secondary Education Act Title III; ESEA Title III;

Evaluated in a 3-year project were the effects of three different classroom settings (a graded open classroom with a resource teacher, a multi-grade open classroom emphasizing individualized instruction, and two self-contained special education classrooms) on achievement, self concept and classroom behavior of 30-38 educable mentally retarded children 8- to 13-years-old. Analysis of pre- and post-test measures of self concept, achievement, attitudes, and classroom behavior did not demonstrate that one setting was clearly superior to another in producing meaningful gains in academics, self-concept or attitudes to schooling. Open classrooms promoted more peer interaction while the self contained setting elicited more attending and teacher directed behavior. Teachers perceived Ss in open settings less favorably than Ss in self contained classrooms. Associated with academic success were the learning characteristics of attention, independence, and task-oriented peer interaction sociodrama, role playing techniques, and the use of media programs to assist instruction in alternative settings were found to be positive program components. Seven appendixes provide such information as a listing of topics covered during the sociodrama sessions and a list of media productions. (CL)

#### ABSTRACT 1558

EC 07 1558 ED 102 794  
Publ. Date Nov 74 95p.

Keogh, Barbara and Others

#### A Review of Transition Programs in California Public Schools.

California Univ., Los Angeles, Graduate School of Education.

California State Univ., Los Angeles.

California Univ., Los Angeles, School of Education.

California State Dept. of Education, Los Angeles.

EDRS mf;hc

Descriptors: educable mentally handicapped; state surveys; administrator attitudes; regular class placement; student placement; exceptional child research; mentally handicapped; minority groups; interviews; questionnaires; inservice teacher education; equal education; financial support; program effectiveness; California;

Questioned were administrators of 166 California school districts regarding transition programs (mandated by legislative and court actions) for students previously classified as educable mentally retarded (EMR). Detailed program descriptions were obtained from the ten administrators interviewed, while information from 156 districts was obtained through a mailed questionnaire. Sample districts included high Anglo, high Black, and high Spanish surname districts as well as districts ranging from small to large and representing all parts of the state including both rural and urban schools. Findings indicated that all districts had implemented systematic procedures to review EMR pupils though specifics varied widely, and that ethnic characteristics of reclassified pupils reflected the ethnic characteristics of the district. The most popular transition model was regular class placement with tutorial help from paraprofessional aides. Inservice training for staff serving transition pupils was conducted by approximately half the districts. Most programs were supported by state funds with some districts matching with local funds. Administrators agreed that previous inequities of placement were being corrected, though there was less confidence that transition programming was consistently beneficial to transition or regular class pupils. Recommendations included the development of comprehensive systems for program evaluation. Appended are texts of relevant legislation and Department of Education directives, the interview schedule and questionnaire, and a listing of participating districts. (DB)

#### ABSTRACT 1693

EC 07 1693 ED N. A.  
Publ. Date 40p.

McGuire, Daniel; Throop, Robert K.

**Educator's Attitudes Toward Exceptional Children.**

North Country School Study Council, State University College, Potsdam

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; special education; attitudes; teacher attitudes; administrator attitudes; program evaluation;

Investigated was the relationship between school personnel attitudes toward educable retarded students (grades kin-



dergarten to 12) and the quality of educational programs provided for the retardates. Attitude questionnaires were completed by chief school officers, principals and classroom teachers in 26 school districts. The educational program was evaluated by measures of individualization, interpersonal regard, creative expression and divergency of thinking, and group activity. No significant difference was found among personnel attitudes toward the retardates. Data indicated that the attitudes of chief school officers, principals and classroom teachers were significantly related to the quality of the educational programs provided. (CL)

#### ABSTRACT 2241

EC 07 2241

ED N. A.

Publ. Date 74

14p.

Anderson, Sarah M.; Dirr, Peter J.

#### **Open Education and the Handicapped; A Paper for the Instructional Technology Course for Teachers.**

State Univ., of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Complex.

EDRS mf; hc

group living; interpersonal competence; exceptional child education; mentally handicapped; educable mentally handicapped; emotionally disturbed; severely handicapped; community programs; vocational rehabilitation; cooperative programs; daily living skills.

Three conference papers describe the implementation of behavior modification principles with severely handicapped (severely and profoundly retarded) institutionalized children, predelinquent adolescents in a group home, and educable retarded students in a special education secondary program. Discussed in the first paper on a behavioral approach to teaching social skills to the severely handicapped are such basic concepts as behavior measurement, contingent reinforcement, and shaping techniques. A token economy is the model presented in the second paper, dealing with predelinquent boys. Described are program elements including the community relationship, family-style environment, family therapy, and teacher-parent training, along with the motivation system's three major components (point system, social reinforcement system, and self-govern-

icapped learners. Testing demonstrated that the Unit significantly increased the EMH child's knowledge of money skills and vocabulary. The effectiveness was indicated by pretest and posttest gains, by performance levels on individual items, and by retention data. Analyses of community location effects showed that the Unit was highly effective in rural and suburban communities as well as in the urban communities. Teachers expressed a preference for the Unit over other instructional materials. (GW)

#### ABSTRACT 2447

EC 07 2447

ED 107005

Publ. Date Oct 74

59p.

Krus, Patricia H.; And Others

#### **Summative Evaluation of the Measurement of Length Unit of the Money, Measurement and Time Program. Research Report No. 71.**

Minnesota Univ., Minneapolis. Research, Development, And Demonstration Center in Education of Handicapped Children.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C. EDRS mf;hc

Descriptors: educable mentally handicapped; elementary education; instructional materials; evaluation; exceptional child research; mentally handicapped; vocabulary; concept formation; Money, Measurement and Time Program;

Field testing of the Weight Unit of the Money, Measurement and Time Program was conducted with 23 elementary school classes of educable mentally handicapped (EMH) children. The 227 Ss were assigned to the experimental group, the Hawthorne group, or the control group. Two criterion referenced tests were administered to determine Ss' functional understanding of weight, their weighing skills, and related vocabulary skills. Testing demonstrated that the Unit increased Ss' knowledge of weight skills and vocabulary. Analyses of community location effects indicated that the Unit was quite effective in rural and suburban communities, as well as in urban areas. All teachers who returned evaluation forms (57%) expressed a preference for the Unit over other instructional materials. (GW)

#### **ABSTRACT 2449**

EC 07 2449

ED 107007

EDRS Price MF01

606

#### **Measurement of Weight Unit: A Formative Evaluation. Research Report No. 77.**

Minnesota Univ., Minneapolis. Research, Development, And Demonstration Center in Education of Handicapped Children.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C. EDRS mf.hc

OEG-09-332189-4533 (032)

For Related Documents, See EC 07 446 Through EC 07 449.

Descriptors: educable mentally handicapped; elementary education; instructional materials; evaluation; exceptional child research; mentally handicapped; vocabulary; concept formation; Money, Measurement and Time program;

The pilot version of the Measurement of Weight Unit of the Money, Measurement and Time Program was tested with 23 higher functioning educable mentally handicapped (EMH) children (5- to 8-years-old) from regular pre-primary classes and with 17 lower functioning EMH children (8- to 10-years-old) from special classes. Pre- and posttesting, teacher evaluation forms, and Teacher Review Board meetings provided feed-

special education model which could be adopted by a school system and of a model curriculum involving individual and small group instruction. Noted are concepts on which the instructional program model is based such as regular class placement (in non graded classes), small group and individualized instruction, and instructional strategies derived following comprehensive diagnosis. Outlined in detail are the following curriculum units: math (Cuisenaire rods), social studies ("Our Working World"), sciences, reading, language, and perceptual-motor skills. Examination of the project model includes job descriptions of the staff. Summarized are services and evaluation given by the medical, speech and hearing consultants, and psychological consultants, and by the social worker and principals. Test data are analyzed to reveal the children's progress in reading, perceptual-motor development, and intellectual and psycholinguistic abilities. A major finding reported was that 101 of 103 children involved in the program obtained achievement gains that would allow them to read independently as well as under instruction. (LS)

**ABSTRACT 2449**

author discusses long term effects of an intensive short duration language stimulation program used with 64 culturally disadvantaged first grade children, a comparison of the results obtained in that program with results obtained by younger and older children, the effects of the language enhancement program upon intact full size classrooms of 30 to 35 children, and the effects of the program upon 26 educable mentally handicapped (EMH) children (mean age of 10 years). Conclusions such as the following are detailed: that after 7 years, culturally disadvantaged Ss retained their significant gain in IQ, and that EMH Ss gained significantly over controls in the areas of mental and expressive abilities. (GW)

#### **ABSTRACT 3240**

EC 07 3240

ED 09842

Publ. Date 74

67p.

Daniels, Lester W.; Campbell, David H.

**Program Description, Goals and Objectives for Educational Development Group-Type A. (Educable Mentally Retarded).**

Sweetwater Union High School District,  
Chula Vista, Calif.

EDRS mf:hc

Descriptors: educable mentally handicapped; program descriptions; interper-

# TEACHING METHODS

## ABSTRACT 1615

EC 501 061 ED N.A.  
Publ. Date Jan 70 5p.

Holt, Laurence E. And Others

**Silvia versus Red Cross Methods in Teaching Swimming to EMR Children.**

EDRS not available

American Journal Of Mental Deficiency; V74 N4 P483-7 Jan 1970

Descriptors: exceptional child research; mentally handicapped; physical activities; educable mentally handicapped; teaching methods; physical education; swimming instruction; Silvia Method

This study compared the Red Cross and Silvia (Hand and Foot Concept) methods of teaching beginning swimming to the mentally retarded. EMR subjects were randomly selected from a population of 150 children 12 to 15 years old and given six weeks of experimental swimming instruction. The Silvia method produced significantly superior results on the front crawl stroke posttest. Backstroke results showed no significant difference between the methods. No evidence of an interaction between teacher and method was observed. (Author)

**Teaching Arithmetic to Educable Retarded Children.**

EDRS not available

Education And Training Of The Mentally Retarded; V5 N3 P104-8 Oct 1970

Descriptors: exceptional child education; educable mentally handicapped; arithmetic; grammar; language ability; learning difficulties; mentally handicapped

It is explained that the mentally handicapped child's deficiency in arithmetic reasoning may be largely accounted for by his lower language competence. Presented are some basic grammatical principles that are an important part of the language related to arithmetic. A detailed analysis of the noun phrase, which contains the fundamental language vehicle for presenting arithmetic or quantitative concepts, is presented to illustrate its arithmetic importance. (Author/KW)

## ABSTRACT 224

EC 03 0224 ED N.A.  
Publ. Date Sep 70 6p.

Lovatt, Michael

**Mathematics and Slow Learners.**

EDRS not available

Special Education; V59 N3 P15-20 Sep

## ABSTRACT 1021

EC 03 1021 ED 046 146  
Publ. Date 70 30p.

Pratt, Eugene C.

**Retarded Children: A Study of Educational Strategies.**

Northern Iowa University, Cedar Falls; Tri-County Special Education Unit, Manchester, Iowa

Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education

EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; teaching methods; program evaluation; mentally handicapped; educational objectives; educational programs; cognitive measurement; family influences; learning theories; Iowa

To evaluate the impact of a specific program on the learning of educable mentally handicapped (EMH) children, to assess the inter and intra-cognitive differences of the EMH, and to measure the relationship of children's learning to home circumstances, students from four Iowa Primary EMH classrooms were



### ABSTRACT 1750

EC 03 1750

ED N.A.

Publ. Date 70

246p.

Bell, Peter

#### **Basic Teaching for Slow Learners.**

EDRS not available

Transatlantic Arts, Inc., North Village  
Green, Levittown, New York 11756

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; slow learners; teaching methods; resource guides; basic vocabulary; basic reading; parent school relationship; teacher education

Designed for the teacher, the author deals with basic teaching for slow learners. Individualization is stressed through recommendations for assessment, testing and diagnostic procedures. Various teaching techniques are considered covering such areas as reading, spelling, mathematics, arts, and prevocational education. Parent-teacher relationships and teacher training are also touched upon by the author. (CD)

### ABSTRACT 2670

EC 03 2670

ED N.A.

Publ. Date 70

335p

Garton, Malinda Dean

#### **Teaching the Educable Mentally Re-**

change; family environment; mentally handicapped; reinforcers; parent role; teacher role

Using six Educable Mentally Handicapped subjects living at home and attending public school, a procedure was established for making reinforcers available in the home environment for cooperative and attentive classroom behavior. Throughout the program, both parents and teachers of the subjects served as trainers. At the conclusion of the study, all subjects were found to exhibit marked improvement in both academic performance and classroom behavior. (Author)

### ABSTRACT 2295

EC 04 2295

ED N.A.

Publ. Date 72

6p.

Miley, Betty

#### **Come Up to the Mountains Some Fine Day.**

EDRS not available

Teaching Exceptional Children; V4 N4  
P186-91 Sum 1972

Descriptors: exceptional child education; educable mentally handicapped; primary grades; field trips; sensory experience; mentally handicapped

A teacher of primary, educable mentally

Further techniques involving warm-up, mirroring, role training, magic shops, and modeling, evaluative procedures, and selected steps of the roleplaying process are described. Ten sample roleplaying situations designed especially for EMR children are presented. Developed is a curricular unit for a prevocational EMR class for teaching telephone procedures appropriate to social, emergency, business, and long distance calls. (GW)

### ABSTRACT 105

EC 05 0105

ED 069 055

Publ. Date Jul 72

135p.

Hillman, Stephen B.

#### **The Effects of Question Type and Position on Four Types of Learning Among Mentally Retarded Children.**

Indiana Univ., Bloomington. Center for Innovation In Teaching the Handicapped

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf.hc

OEG-9-242178-4149-032

Descriptors: exceptional child research; educable mentally handicapped; learning processes; memorizing; inquiry training; mentally handicapped; logical thinking; teaching methods; story telling; time fac-

children within the context of small group games to determine whether the children's inability to listen accurately was due in part to a lack of training and relevant language experiences. Procedures used in the 10 week training program included intentional teaching, peer modeling, and tangible, social, and symbolic rewards. Although the post-training total score of the experimental group was below that of an average group of the same chronological age, the experimental group surpassed the average group on one subtest and equalled it on three subtests. The absence of improvement in the control group was thought to indicate that traditional special class programs effect little improvement in listening skills. (Author/GW)

#### **ABSTRACT 511**

EC 05 0511

ED 071 236

Publ. Date Dec 71

41p.

Taylor, Arthur M. and Others

**Elaboration Training and Verbalization as Factors Facilitating Retarded Children's Recall. Research Report #24.**

Minnesota Univ., Minneapolis

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf, hc

dents, the author outlines a mathematics program in which arithmetic is related to life situations. Games (dice, lotto, beetles, and dominoes), football scores, and number squares are suggested as ways of introducing number concepts. Scales that can be introduced in the classroom are said to include car instruments, plug setting, thermometers, clocks, telephones, electricity meter dials, and weighing machines. The following instructional materials and activities are recommended as means of acquainting students with money concepts: adding machines, money boards, newspaper advertisements, supermarket bills, stereo catalogs, classroom shops, bus money, school banking, school canteen, wages, budgets, medical and hospital insurance forms, and income tax forms. Suggestions are also offered for teaching practical concepts of time, length, mass, and capacity. (GW)

#### **ABSTRACT 785**

EC 05 0785

ED N.A.

Publ. Date Dec 72

6p.

McGettigan, James F.

**The Development of Number as Logical Constructions.**

EDRS not available

Education and Training of the Mentally Retarded; V7 N4 P183-8 Dec 1972

capped is seen to require repetition, positive class attitudes, and flexibility of schedule. Described is the teacher's approach to reading, writing, numbers, science, and geography. Art and music activities are said to have included records, drawing, tracing, clay, and crafts. Four field trips to the fire station, circus, zoo, and the park are described as are holiday celebrations. Teaching aids used are said to have included cards, bingo, coloring books, puzzles, puppets, and audiovisual materials. Noted are weekly discussions which considered guidance matters such as health, conduct, manners, and morals. A class play is said to have increased the children's self confidence. A final chapter discusses the teacher's personal motivations, sterilization of the mentally handicapped, and the role of parents. (DB)

#### **ABSTRACT 1015**

EC 05 1015

ED N.A.

Publ. Date Fall 72

10p.

Forness, Steven R.; MacMillan, Donald L.

**Reinforcement Overkill: Implications for Education of the Retarded.**

EDRS not available

Journal of Special Education; V6 N3 P221-30 Fall 72

junior-senior students. Suggested is that discovery teaching is at least as effective as rote or expository teaching. Inductive learning is given to be one aspect of discovery learning and is defined to be the procedure of supplying examples and experiences which permit the learner to induce the underlying rule involved. The educability of intelligence is thought to be one possible outcome of inductive teaching. Research is reviewed which suggests that consistent utilization of the inductive teaching style would test the efficacy of inductive teaching. Seen to be necessary in every inductive teaching interaction are problem solving, structure, feedback, and consistency. Steps recommended for the building of an informational repertoire to foster a positive learning attitude include labeling, detailing, inferring, predicting, and generalizing. A model is given of a problem solving instruction sequence combining information building with inductive teaching by means of a systems approach of yes-no decision making which allows the teacher to evaluate student performance at each step. A sample social studies lesson detailing the inductive interactions of teacher and students is given. Recommended is the gradual transition by the teacher to an inductive teaching style, and high teacher expectations. (DB)

### **Teaching Educable Mentally Retarded Children; Methods and Materials.**

EDRS not available

Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$18.50).

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; textbooks; teaching methods; educational methods; instructional materials; teaching methods; individualized instruction; curriculum; readiness (mental); reading tests; educational objectives; adjustment problems; personality assessment

The combination text and source book in methods and materials examines the behavior of educable mentally retarded children and describes approaches to evaluation and education. It is stressed that the consequences of evaluation should be educational planning and postschool training. General concepts such as student teacher planning are emphasized for the successful implementation of a program of individualized instruction. Considered is mental retardation, past, present, and future in terms of definitions, etiology, classification, historical educational treatments, grouping, research, psychological evaluation, and characteristics of the retarded. Presented in a discussion on curriculum and methodology for teaching the men-

ence reports; reading comprehension; context clues; money management; cognitive development; motor development; institutes (training programs); vocational education; training techniques; word recognition

Nine conference papers focus on education of educable mentally handicapped (EMH) children. A prototype evaluation of procedures for teaching reading comprehension involves assessment of 96 EMH or normal students' skills in identifying main and supporting ideas in connected discourse. Described is the Lincoln School's behavioral management system for EMH students, which simulates the American capitalistic system through teacher development of a realistic environment, wherein students establish governing rules, and receive pay for good work and behavior. Reported are studies of contextual analysis and concept learning of normal and retarded children. Results of a token economy to develop money management skills in EMH students 12- to 17-years-old indicate higher competency levels in functional mathematics. Provided is a basis for assessing and programing retarded children's cognitive and motor development from infancy through 7 years of age. Described as adaptable for institutional or agency use is a model which evolved from a teacher's workshop in

### ABSTRACT 117

EC 06 0117

ED N.A.

Publ. Date Apr 73

4p.

Rotberg, Jay M.

#### **Punishment in the Classroom.**

EDRS not available

Education and Training of the Mentally Retarded; V8 N2 April 1973

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; punishment; teaching methods; teacher characteristics; special classes.

In a study which used the critical incident technique to define the task of teachers of educable mentally retarded (EMR) children, findings indicated that punishment was the primary method teachers used for managing both individual and group behavior, and that more acceptable techniques were used infrequently. Punishment was used for nearly half the incidents reported although it was ineffective 75% of the time. The findings implied that educators must evaluate training programs for teachers of EMR students to determine weaknesses as well as to find methods of remedying program deficiencies. (Author/MC)

### ABSTRACT 189

EC 06 0189

ED N.A.

Publ. Date Fall 73

Reading, M.H. M. Teaching and Learning

mentally handicapped; emotionally disturbed; elementary school students; learning processes

Compared were the effects of small group instruction and cross-age tutorial instruction on 29 learning disabled, educable retarded, or emotionally disturbed elementary school children in a resource room setting. Five experiments were performed in six different schools by six different teachers with different children. Results indicated that the children learned more from a tutor than in a small group. The effect was observed for word recognition, spelling, oral reading, and multiplication. Tutorial instruction was superior to self instruction and tutors appeared to benefit academically from the experience. (Author/MC)

### ABSTRACT 753

EC 06 0753

ED N.A.

Publ. Date Oct 73

6p.

Kramer, Terence; Krug, David A.

#### **A Rationale and Procedure for Teaching Addition.**

Education and Training of the Mentally Retarded; V8 N3 P140-5 Oct 1973

Descriptors: exceptional child education; handicapped children; mathematics; instructional materials; manipulative materials; mentally handicapped; educable mentally handicapped; kindergarten; primary grades; mathematics

of 45 educable mentally retarded 10-to 14-year-old students. It is stressed that the philosophy of the middle schools and of team teaching is to provide a means of meeting individual needs of students. Described are the program's physical facilities (one large and two small classrooms), qualifications of five team members, the student population (97% black), and curriculum development. Explained are goals and objectives in the areas of self concept, social relations, and academics. Reported are results of program evaluation showing that growth in the areas of reading and arithmetic matched the time lapse between test administrations, and that important positive behavioral changes were observed in student attitudes, independence and pride in work, peer relationships, and self control. A final section focuses on the instructional process of the teaming program in terms of variables (such as the need for peer group acceptance), staff, and program scheduling and policies. Also discussed is the process of developing individual educators to become cooperating team members. Recommendations are given in the areas of personnel selection, classroom management, curriculum, and physical space. Appended are a questionnaire, a teacher evaluation form, and a lesson plan form. (DB)



models; behavior change; video tape recordings; mentally handicapped; early childhood; operant conditioning; reinforcement; social adjustment

A 7-year-old mildly retarded boy learned the social responses of asking grammatically correct questions, smiling, and speaking about appropriate discussion topics through a modified multiple baseline procedure involving video taped modeling. Each of the three target behaviors were taught sequentially by having the S view a video tape of two normal 7-year-old models in the modeling condition, giving instructions and reinforcing social behaviors, and combining the three modes. The results had implications for the theoretical superiority of combining the three treatment procedures, the practical feasibility of model presentation by video tape, and the use of nonretarded peers as models. (Author/MC)

#### **ABSTRACT 886**

EC 06 0886 ED N.A.  
Publ. Date Dec 73 5p.  
Mcvey, G. F.

#### **Learning Experiences via Educational Technology for the EMR.**

Mental Retardation; V11 N6 P49-53 Dec 1973

Descriptors: exceptional child education; educable mentally handicapped; audiovisual aids; media technology; program

relay equipment automatically counted and reinforced seat movement. There were five experimental periods comprising three baseline and two sequences of reinforcement contingency: first reinforcement for decreasing and then increasing movement, followed by order). The reinforcement contingencies significantly altered the Ss' activity. The study indicated the possibility of mechanizing some behavior modification procedures. (Author/DB)

#### **ABSTRACT 1129**

EC 06 1129 ED N.A.  
Publ. Date Dec 73 5p.  
Barcott, Richard A.

#### **Time-Telling Instruction in Special Education Classes.**

Education and Training of the Mentally Retarded; V8 N4 P207-11 Dec 1973

Descriptors: exceptional child research; educable mentally handicapped; time; programed instruction; evaluation; mentally handicapped; elementary school students; junior high school students; daily living skills

Evaluated was a new programed instructional unit in time-telling skills with 16 educable mentally retarded children from special intermediate or junior high classes. Ss were selected who met criteria such as counting by fives and reading at or above the second grade level. The program's seven phases went from tasks

ry of each 1st grade child's need for aid with basic number facts, reading level skills, and art skills, and also developed progress reports. Each Ss tutored three tutees 45 minutes twice weekly. Questionnaire items such as 'should retarded children be in school?', and 'would you invite a retarded child to your birthday party?' elicited the following attitudes: experimental Ss were more accepting of EMR students in a school situation, and were more willing to accept the EMR child in their homes (but hesitant to have an EMR child eat with the family) than controls; and neither experimental nor control Ss fully understood the concept of retardation although the experimental Ss had a greater understanding. A year after the study the gifted tutors continued to work with the EMR students. (MC)

#### **ABSTRACT 1866**

EC 06 1866 ED N.A.  
Publ. Date 74 393p.  
Blake, Kathryn A.

#### **Teaching the Retarded.**

Prentice-Hall Inc., Publishers, Englewood Cliffs, New Jersey 07632 (\$9.95).

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; teaching methods; curriculum design; class management; class activities; educational methods; remedial instruction; evaluation; testing; instruc-

## ABSTRACT 1966

EC 06 1966

ED N.A.

Publ. Date May 74

7p.

Levy, Joseph

### **Social Reinforcement and Knowledge of Results as Determinants of Motor Performance Among EMR Children.**

American Journal of Mental Deficiency; V78 N6 P752-8 May 1974

Descriptors: exceptional child research; educable mentally handicapped; task performance; social reinforcement; feedback; mentally handicapped; childhood; adolescents; perceptual motor coordination; behavior modification; behavior change

Eighty 8- to 14-year-old educable mentally retarded children were examined to determine the effect of social reinforcement incentives (tangible, praise, reproof, and control) and knowledge of results on the performance of an accuracy motor task. Results of variance analysis indicated that motor performance with this population improved in all social reinforcement conditions to a greater degree when knowledge of results was present than when it was absent. (Author/MC)

## ABSTRACT 1959

EC 06 1959

ED N.A.

Publ. Date May 74

7p.

Lebrato, Mary T.; Ellis, Norman R.

### **Imagery Mediation in Paired-Associate Learning by Retard-**

handicapped; tape recordings; mentally handicapped; elementary school students; secondary school students; listening comprehension; communication skills; Radio Programs

Children 10 to 12 years of age in a class for the emotionally disturbed were spell-bound while listening to a 1-hour tape of an old radio show 'The Shadow' and later indicated comprehension through their answers to questions. Two children who displayed seemingly inattentive behavior during the second 1/2 hour were found by the psychologist to have drawn pictures of the submarine featured in the story line. Old radio programs such as 'Suspense' and 'Henry Aldrich' were obtained from an instructional materials center for development of skills such as listening, sequencing, and creative writing. An inner city high school teacher of educable mentally retarded boys reported success as a result of delineating objectives and using the tapes for improvement of skills such as recognition. (Sources of radio program tapes are included). (MC)

## ABSTRACT 2173

EC 06 2173

ED 093 107

Publ. Date Aug 73

101p.

Park, Ok Dong

### **The Effects of Feedback Media Upon Psychomotor Performance of Mental Retardates.**

EDRS mf,hc

### **The Use of Programmed Instruction in Developing the Computational Skills of Mentally Retarded Children.**

Mental Retardation; V12 N4 P46-8 Aug 1974

Descriptors: exceptional child research; educable mentally handicapped; programmed instruction; mathematics

Thirteen pairs of educable mentally retarded children were matched on a pre-test of arithmetic computation. The control group received drill and practice on one-step addition and group received the same drill and practice in a programmed format, subtraction in traditional worksheet format. The experimental group did not perform significantly better than the control group. Advantages of the programmed format included provision of a success oriented alternative to traditional drill worksheets. (Author/DB)

## ABSTRACT 2519

EC 06 2519

ED N.A.

Publ. Date 74

115p.

Wagner, Lee

### **Teaching Crafts to the Mentally Retarded.**

T. S. Denison and Company, Inc., 5100 West 82nd Street, Minneapolis, Minnesota 55431 (\$4.98).

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; trainable mentally handi-

taught concepts (such as big-little) by use of object pairs which differed only in the property distinguishing the concept. All students learned correct responding to tasks used during teaching and developed concepts, as evidenced by performance on novel tasks. Replication of the program with still younger retarded children was equally successful. The results support the view that preschool retarded children can be taught many of the skills with which other children enter public schools. (Author/DB)

#### ABSTRACT 247

EC 07 0247 ED N.A.  
 Publ. Date Fal 74 3p.  
 Baca, Mario L. M.

#### **What's Going on in the Bilingual Special Education Classroom?**

Teaching Exceptional Children; V7 N1 P25 Fall 1974

Descriptors: educable mentally handicapped; Mexican Americans; bilingual students; Elementary Education; Teaching Methods; elementary Education; Minority Groups; second language learning; Class Activities; Program Descriptions;

A teacher of 15 educable mentally handicapped elementary school children (14 of whom were of Chicano descent) used informal and structured bilingual approaches to help children become aware of the value of their language and culture and lose their fear of working with two languages. In an atmosphere of relaxed acceptance of both English and Spanish

level of intellectual stimulation and types of learning opportunities offered were evaluated along the following parameters: level of cognitive demands, variability of cognitive demands, sources of cognitive demands, richness of activities, pupil task involvement, degree of individualization, sources of individualization, and modes of teacher influence. Comparison with American classes revealed that Dutch teachers depend much less on recitation, discussion, and individual interactive tutoring than American teachers, that Dutch children displayed a much higher degree of self direction and persistence than American children, and that Dutch children showed a slightly lower level of internal locus of control than American children. Noted is the lack in the Netherlands of consistency in pedagogical theory, curriculum, or teaching style and the high degree of reliance upon the individual teacher in supervising instruction. (DB)

#### ABSTRACT 611

EC 07 0611 ED N.A.  
 Publ. Date Nov 74 7p.  
 Turnbull, Ann Patterson

#### **Teaching Retarded Persons to Rehearse Through Cumulative Overt Labeling.**

American Journal of Mental Deficiency; V79 N3 P331-7 Nov 1974

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; childhood; memory; task

tion, subtraction, multiplication, fractions, measurement, telling time, and the monetary system. One game is described for each area, and the description includes an explanation of the instructional objective, the actual activity, and expected outcomes. (GW)

#### ABSTRACT 755

EC 07 0755 ED N.A.  
 Publ. Date Win 74 3p.  
 Wilson, Val; MacKenzie, R. A.

#### **Traffic Safety for Special Children.**

Pointer; V19 N2 P92-4 Win 1974

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; childhood; safety education; traffic regulations; traffic signs; teaching methods; class activities;

In a 6 weeks unit on traffic education using flannel graphs, filmstrips and models, 12 special class students (IQ 55-82) ages 7-to 11-years-old learned six basic skills including crossing a road, obeying traffic lights and walking on country roads. (CI.)

#### ABSTRACT 760

EC 07 0760 ED N.A.  
 Publ. Date Win 75 3p.  
 Iceman, Judith A.

#### **Working with Money.**

Pointer; V19 N2 P102-4 Win 1974

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; intermediate grades; money

**ainment of Educable Mentally Retarded and Normally Developing Boys of School Age. Technical Report No. 301.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

National Inst. of Education (DHEW), Washington, D. C.

OEC 5-10-154

EDRS mf, hc

Descriptors: educable mentally handicapped; concept formation; verbal learning; teaching methods; exceptional child research; mentally handicapped; age; learning processes;

Examined were the effects of verbal labels alone and in combination with two types of instruction on the concept attainment of 80 educable mentally retarded and 80 normal boys of school age matched for mental age. For learning the concept 'equilateral triangle' Ss were randomly assigned to one of four experimental treatment conditions: verbal labels and instruction on pentagon labels, verbal labels and instruction on equilateral triangle labels, verbal labels only, and verbal labels and instruction on cutting tool labels (control). Administered was the Equilateral Triangle Test Battery, with subtests measuring concrete, identity and classificatory concept attainment. Analysis of test scores indicated the following findings: that, as hypothesized, boys of higher mental age performed better than boys with lower mental age; that as hypothesized, there was no significant

**ABSTRACT 1315**

EC 07 1315

ED 101 527

Publ. Date Aug 72

25p.

Keilitz, Ingo and Others

**Increasing Mentally Retarded Adolescents' Verbalizations About Current Events. Working Paper 278.**

Parsons Research Center, Kans.

EDRS mf, hc

Descriptors: trainable mentally handicapped; operant conditioning; teaching methods; verbal communication; time factors (learning); exceptional child research; mentally handicapped; educable mentally handicapped; adolescents; behavior change; institutionalized (persons); television; project MORE:

Operant conditioning principles were used to promote verbalizations based on current event television news stories in three institutionalized 15-year-old retardates. Percentages of correct responses concerning the videotaped news segments were recorded in four experimental conditions: baseline, massed news with tokens and praise contingent on appropriate verbal response, news distributed overtime without reinforcement, and distributed news with contingent tokens and praise. Results indicated that the use of reinforcement and distribution of the news positively affected the Ss' verbal behavior. Demonstrated was the affect on verbalization of antecedent conditions (exposure to television news), suggesting television's potential as an aid in language instruction. (CL)

between the mean learning scores of the experimental and traditional groups was not significant, and that retention scores did not differ significantly from learning scores. It was concluded that use of an expository advance organizer was no more effective than traditional expository techniques when information was presented orally to EMR adolescents. (LS)

**ABSTRACT 1344**

EC 07 1344

ED N.A.

Publ. Date Win 75

3p.

Shulene, John A.

**Question: When Is a Picture a Riddle? Answer: When the Riddle Is the Picture!**

Teaching Exceptional Children; V7 N2  
P68-70 Win 1975

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; childhood; adolescents; teaching methods; information processing; verbal ability; safety education; Riddles;

Given are examples of pictorial riddles on environmental safety which have increased verbal information processing skills in educable mentally handicapped children ages 7- to 16-years. (CL)

**ABSTRACT 1481**

EC 07 1481

ED 104 040

Publ. Date 73

16p.

Marcy, Carmen and Others

Implementing an Individualized Data



Minnesota Univ., Minneapolis.  
Research, Development, And Demon-  
stration Center in Education of Handi-  
capped Children.

Bureau of Education for the Handi-  
capped (DHEW/OE), Washington, D. C.

Minnesota Univ., Minneapolis. Dept. of  
Special Education.

OEG-09-332189-4533 (032)

EDRS mf,hc

Descriptors: educable mentally handi-  
capped; learning characteristics; teaching  
methods; language instruction; associa-  
tive learning; exceptional child research;  
mentally handicapped; childhood; pro-  
gram effectiveness; retention;

Compared was the effectiveness of lan-  
guage development training in 29 educa-  
ble retarded children (mean CA 7.7  
years) and associative grouping training  
in 32 educable retarded children (mean  
CA 8.3 years). Trained teachers instruct-  
ed the children for daily half-hour ses-  
sions using either the Peabody Language  
Development Kit, or sequenced activities  
designed to teach organization and learn-  
ing and recall strategy. Analysis of test  
date (including the sampling organization  
and recall through strategies test and two  
subtests of the Illinois Test of Psycholin-  
guistic abilities) indicated that the Ss  
trained to seek and utilize associations  
between stimuli improved significantly on  
sorting and recall measures. Although  
training in associative grouping improved  
utilization of presented organization, no  
differences were found between the

of data related to vocabulary develop-  
ment and the utilization of instructional  
strategies indicated that all conditions  
demonstrated increases in 'specific' vo-  
cabulary development and that the utili-  
zation of instructional strategies varied  
with the conditions. Evaluation of the  
three instructional conditions revealed  
that those receiving thematic summaries  
(the Relational and Mixed conditions)  
resulted in generally better perform-  
ances. Results led to several suggestions  
for the development of elaboration-based  
vocabulary instruction for retarded chil-  
dren such as that concrete vocabulary  
words are easier to develop than are  
more abstract words. (Appendixes in-  
clude a sample vocabulary lesson and the  
four tests used in the study.) (LS)

#### ABSTRACT 1686

EC 07 1686

ED N. A.

Publ. Date Win 75

3p.

Marpet, Louis; Prentky, Joseph

#### Tips on Developing a Motivational Chart.

Journal for Special Educators of the  
Mentally Retarded; VII N2 P113-5 Win  
75

Descriptors: exceptional child education;  
mentally handicapped; educable mentally  
handicapped; class activities; motivation;  
teacher developed materials; teaching  
methods;

Described are tips on developing motiva-  
tional and experience-activity charts for  
use with educable retarded students.  
Listed are such chart motivational ele-

#### Evaluation of a Program of Systematic Instructional Procedures for Extreme- ly Poor Retarded Children.

American Journal of Mental Deficiency ;  
V79 N6 P627-31 May 1975

Descriptors: educable mentally handi-  
capped; economically disadvantaged;  
regular class placement; precision teach-  
ing; exceptional child research; mentally  
handicapped; disadvantaged youth; child-  
hood; program effectiveness; teaching  
methods;

A demonstration program was conducted  
in which 54 innercity children (ages  
9-to-12-years), classified as educable  
mentally retarded, were placed into self  
contained classrooms with two classes  
being taught by precision teaching proce-  
dures and two classes being taught by  
the methods particular to their teachers.  
Results showed that 60% of the Ss  
taught by precision-teaching procedures  
were capable of acquiring the basic skills  
necessary for regular class placement.  
(Author/CL)

#### ABSTRACT 3018

EC 07 3018

ED N. A.

Publ. Date 74

56p.

Lucas, Virginia

#### Classroom Activities for Helping Slower Learning Children.

Center for Applied Research in Educa-  
tion, 521 Fifth Avenue, New York, New  
York 10017 (\$3.95)

Descriptors: exceptional child education;

### ABSTRACT 3059

EC 07 3059 ED N. A.  
Publ. Date Spr 75 4p.  
Stainback, William C.; Stainback, Susan B.

#### **A Few Basic Elements of Token Reinforcement.**

Journal for Special Educators of the Mentally Retarded; V11 N3 P152-155

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; positive reinforcement; operant conditioning; behavior change; teaching methods; Token Economy;

A discussion of token reinforcement is directed to teachers of educable mentally retarded children. Described are such aspects as recording observable behaviors, token dispensation, ignoring, time-out, schedules of reinforcement, and record keeping. (CL)

### ABSTRACT 3522

EC 07 3522 ED 111148  
Publ. Date Jun 74 61p.  
Dalton, Robin; Lynch, William W.

#### **The Effects of an 'Episodic' Style of Teacher Questioning on EMR Pupils' Lesson Performance and Learning of Orally Presented Material.**

Indiana University, Bloomington. Center for Innovation in Teaching the Handicapped.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc  
OEG 9-242178-4149-032

#### **Retarded Children's Recall of Reading Vocabulary.**

Indiana University, Bloomington. Center for Innovation in Teaching the Handicapped.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc  
OEG 9-242178-4149-032  
Final Report 29.32.

Descriptors: mentally handicapped; educable mentally handicapped; teaching methods; reading skills; feedback; exceptional child research; teacher role; vocabulary; lesson plans; oral communication;

A study of 70 educable mentally retarded children (9-13 years old) was conducted to examine the effects of special class teachers' use of an attentional cueing technique in response to oral reading errors. During oral reading lessons, errors were recorded under conditions in which the teacher was either instructed to make her normal responses to oral reading errors (control group) or use the five-step attentional cueing technique (experimental group). In comparison to controls using single- or multiple-cue responses to pupil errors, findings showed a significant error difference in favor of the experimental condition. Evidence suggested that mildly retarded children learn more new words from teacher responses to oral reading errors which provide a highly consistent, structured, attentional form of feedback than from teacher responses incorporating the

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